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ABSTRACT

Intended to guide local school systems in the development of a resource center for a career education program, this booklet identifies three kinds of resources which should be included: Human resources, community resources, and material resources. Then in a question/answer format, the guide explains the basic steps in identifying all resources (includes a brief bibliography of books, guides, and periodicals), organizing the information, locating the center, equipping the center, and evaluating its usefulness. (This guide is one of several focusing on the development of different components of a career education program.) (BM)

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"HOW TO" DEVELOP A RESOURCE CENTER FOR A CAREER EDUCATION PROGRAM

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Generic Definition of Career Education

by
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"In a generic sense, the definition of Career Education must obviously be derived from the definition of Career and Education. 'Career' is the totality of work one does in his/her lifetime. 'Education' is the totality of experience through which one learns. Based on these two (2) definitions, 'Career Education' is defined as follows: 'Career Education is the totality of experience through which one learns about and prepares to engage in work as part of his/her way of living.' "

Q. WHAT IS A RESOURCE CENTER?

A. According to the denotation, a resource is a "reserve source of supply or support." Pertaining to career education then, a resource center would be a designated place or system whereby teachers could obtain supplemental materials or support which enhances learning.

Q. WHAT KINDS OF RESOURCES SHOULD I INCLUDE IN THIS CENTER?

A. Resources can be classified in three (3) ways:

HUMAN RESOURCES
(Persons)

COMMUNITY RESOURCES
(Places)

MATERIAL RESOURCES
(Things)

ALL THREE CATEGORIES SHOULD BE INCLUDED

REMEMBER. . .

- The CAREER EDUCATION concepts which we try to instill in our students are vital to the education of ALL children. To attain these goals we rely upon resources available to the students and teachers.

- Resources can be found in *all* communities whether *large* or *small, deprived* or *affluent, rural* or *urban* depending upon the ingenuity of the school-community to identify and utilize "what is available."

- Developing an effective resource center necessitates the expertise of three (3) different school personnel.

- A dynamic PRINCIPAL

- A creative and energetic TEACHER

OUR RECORDS AND FILMS CONSIST OF PRACTICALLY ALL THE AVAILABLE RESOURCES IN OUR COMMUNITY -- THIS IS SOME OF OUR EQUIPMENT...
SCIENCE FILMS
GOVERNMENT
TRAINING TODAY

- A knowledgeable MEDIA SPECIALIST

Q. HOW DO I DEVELOP A RESOURCE CENTER?

A. There are three basic steps to follow:

STEP ONE — Identify Potential Human Resources

•Prepare survey forms and send to the following:

- ✓ local school personnel — superintendent, principal, counselors, teachers, nurse, etc.;
- ✓ parents;
- ✓ professional personnel;
- ✓ skilled and semi-skilled workers in the community;
- ✓ transient workers; and
- ✓ civic groups.

•Also, let students distribute forms at P.T.A. meetings, civic club meetings, etc.

•Establish an "OPERATION HUMAN RESOURCE HUNT."

••enlist the aid of the news media and encourage them to identify as many resource persons as possible.

STEP TWO — Identify Potential Community Resources

•Also, send survey forms to the following:

- ✓ all business and industrial personnel;
- ✓ inter-agency council area development district;
- ✓ local Chamber of Commerce;
- ✓ office for Human Resources; and
- ✓ parks and recreation department.

•You might check on the following:

- ✓ free/inexpensive commercial materials;
- ✓ handmade materials by teachers and students;
- ✓ 30-90 day examination of commercial materials;
- ✓ donations from business/industry.

•The following is a suggested list of available career education materials:

Select Bibliography

During the past five (5) years, numerous materials have been written on career education. This bibliography is indeed select; it contains only a portion of the voluminous material on career education, but it lists several sources and persons from which one may obtain information.

Books

Larry J. Bailey and Ronald Stadt, *Career Education: New Approaches To Human Development* (Bloomington, Illinois, 1973). Containing goals and objectives for career education, this is probably one of the better volumes on the subject.

Denues, Celia, *Career Perspective: Your Choice of Work* (Worthington, Ohio, 1972). A compact volume which gets straight to the point; this book explores the process of career choice.

Hoyt, Kenneth, and others, *Career Education: What it is and how to do it* (Salt Lake City, Utah, 1974). One of the most popular books on career education; this volume identifies career education and the need for it, but is lacking in "how to."

_____, *Career Education and the Elementary School Teacher*, (Salt Lake City, Utah, 1973).

_____, *Career Education in the Middle/Junior High School*, (Salt Lake City, Utah, 1973).

_____, *Career Education in the High School*, (Salt Lake City, Utah, 1977).

Hoyt, Kenneth and Hebeler, Jean, eds., *Career Education for Gifted and Talented Students* (Salt Lake City, Utah, 1973).

Gibson, Robert, *Career Development in the Elementary School* (Columbus, Ohio, 1972). This volume not only reviews vocational development theory, but provides practical "how to" methods for guidance counselors and teachers to utilize.

Goldhammer, Keith and Robert E. Taylor, *Career Education: Perspective and Promise* (Columbus, Ohio, 1972). Containing a series of essays by noted career education practitioners, this volume offers few examples that local practitioners could implement.

Gysbers, Norman C. and others, *Career Guidance: Practice and Perspective* (Worthington, Ohio, 1973). Divided into three (3) major sections, this document gives an "overview" of career guidance, includes actual practices, and provides a look at the future.

Mangum, Garth and others, eds., *Career Education in the Academic Classroom* (Salt Lake City, Utah, 1975). This volume is probably one of the better sources in offering practical examples for teachers.

Morland, Sidney P., *Career Education: A Proposal for Reform* (New York, New York, 1974). After introducing career education, this source details career education practices in several states.

McClure, Larry and Brian, Carolyn, eds., *Essays on Career Education* (Portland, Oregon, 1973). The writers of this volume include educators, economists, historians, businessmen, etc.

Stevenson, John B., *An Introduction to Career Education* (Worthington, Ohio, 1973). This document contains a detailed analysis of career education and its implementations.

Neltig, Jack L., *Careers: Exploration and Decision* (Englewood Cliffs, New Jersey, 1974). Directed toward young people, this book discusses the world of work and decision-making.

Guides/Manuals

Begle, Elsie P., and others, *Career Education: An Annotated Bibliography For Teachers and Curriculum Developers* (Palo Alto, California, 1973). This bibliography contains numerous suggestions for sources on infusing career education.

Bowling Green (Ky.) Career Education Program, *Career Education Manual for Teachers, Counselors, and Administrators*, (Bowling Green, Kentucky, 1974).

Bottoms, James and others, *Career Education Resource Guide* (Morristown, New Jersey, 1972) Including specific description of classroom practices in career education, this volume covers all three (3) phases—awareness, exploration, and preparation.

Drier, Harry N., ed., *Career Development Resources: A Guide To Audio-visual and Printed Materials for Grades K-12,* (Belmont, California, 1973). This source is a good reference for classroom teachers, librarians and media personnel.

Kennedy, Elsie, *Comprehensive Career Education,* (Lexington, Kentucky, 1973). This guide, plus the following four (4), provide an "overview" of career education with suggestions for teachers.

_____, *Implementing Career Education: Procedures and Techniques* (Lexington, Kentucky, 1973).

_____, *Career Awareness: Suggestions For Teachers* (Lexington, Kentucky, 1973).

_____, *Career Exploration: Suggestions For Teachers* (Lexington, Kentucky, 1973).

_____, *Career Preparation· Suggestions For Teachers* (Lexington, Kentucky, 1973).

U.S. Department of Labor, *Dictionary of Occupational Titles,* Vol. I-II (Washington, D.C., various years). Vol. I contains definitions of titles; Vol. II includes occupational classification.

U.S. Office of Education, *Career Education: How To Do It,* (Washington, D.C., 1974). This manual contains creative approaches by local practitioners throughout the United States.

U.S. Office of Education, *A Systematic Approach To Evaluating Career Education Materials At The Local Level* (Washington, D.C., 1974). This guide offers practical approaches to evaluation of career education, but it basically deals with the state level, rather than the local level.

Magazines/Journals

Career Education Digest. This magazine is published nine (9) times a year and has articles written by practitioners.

Career World. Published monthly September through May, this magazine is directed toward students. It contains each month a discussion of a cluster or job family.

Journal of Career Education. This journal is published quarterly and includes scholarly papers on career education.

The following magazines/journals are not devoted exclusively to career education, but they occasionally have articles on the subject.

American Education
Education
Education Digest
Elementary School Journal
National Elementary Principal
Personnel and Guidance Journal
Journal of Counseling Psychology
Vocational Guidance Quarterly
National Association of Secondary School Principals Bulletin

Miscellaneous Material

King Features, Career Education Series, (New York, New York, 1973). A popeye comic book series, it covers all 15 occupational clusters.

National Advisory Council For Career Education, *Interim Report With Recommendations For Legislation* (Washington, D.C., 1975). Published in November, 1975, the report summarizes the status of career education and includes recommendations for legislation.

U.S. Department of Health, Education, and Welfare, Taxonomy and Profiles of Career Education, Vols. I-IV, (Washington, D.C., 1974). Vol. I contains patterns of career education activities throughout the United States; Vol. II includes profiles of career education from the states Alabama to Iowa, alphabetically; Vol. III has profiles from the states Kansas to New Mexico, alphabetically; and Vol. IV details profiles from the states New York to Wyoming, alphabetically.

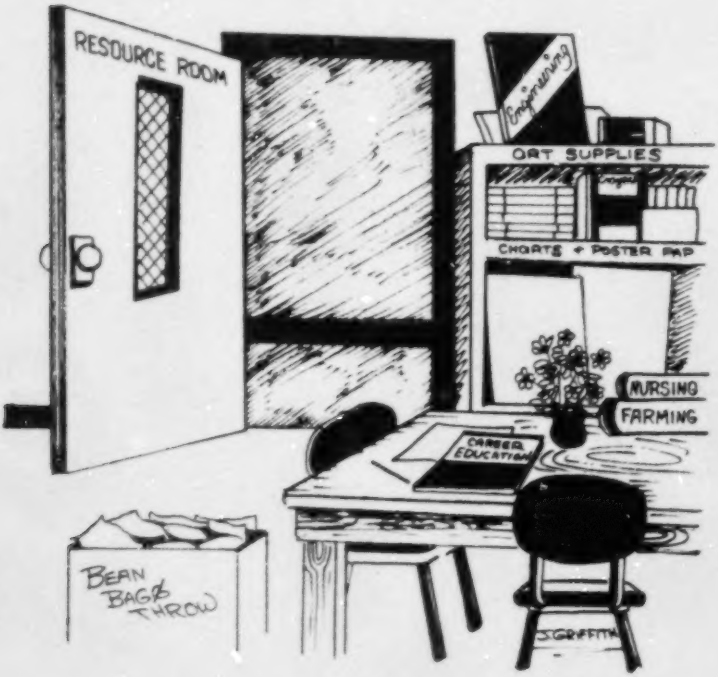
_____, An Introduction to Career Education: A Policy Paper of the U.S. Office of Education (Washington, D.C., 1975). This booklet represents the U.S. Office of Education's first policy statement on career education.

Q. HOW DO I ORGANIZE MY INFORMATION?

A. Organize an effective filing system for your human, community, and material resources. MAKE SURE THAT ALL TEACHERS RECEIVE A LIST OF THE AVAILABLE RESOURCES. The material resources can be displayed on shelves, tables, and walls, in the center as well as in the library.

Q. WHERE DO I PUT MY RESOURCE CENTER?

A. If you can find a centralized location it will be utilized by more people. An empty classroom is an ideal place. The center could be used or multi-purposes, such as: student-teacher conferences; work room for teachers; and individual study area for students. A typical resource center might look like the following:

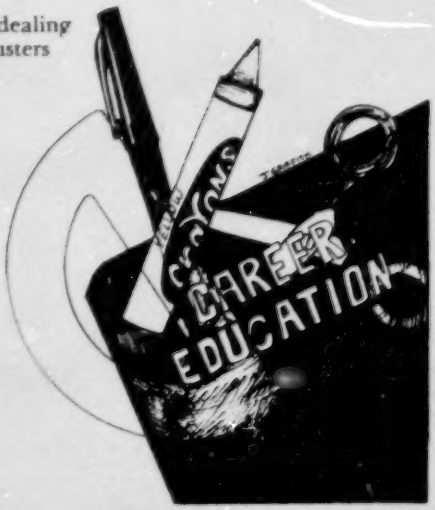


Q. WHAT KINDS OF EQUIPMENT/MATERIALS MIGHT I INCLUDE IN THE CENTER?

A. The basic furniture should include:

- tables;
- cabinets;
- a storage place; and
- a display rack.

- In the elementary and middle schools the career education materials/equipment might include:
  - art supplies
  - career education books dealing with 15 occupational clusters
  - career education units
  - career kits
  - charts
  - films
  - filmstrips
  - guidance materials
  - pictures
  - poster paper
  - records
  - slides
  - student projects
  - testing materials



- In addition to the above equipment/materials, the high school resource center might include:
  - cassettes
  - college catalogues
  - pamphlets
  - paperbacks

Q. WHAT DID WE INCLUDE IN OUR RESOURCE CENTER THAT WORKED WELL?

A. First, the resource cards we used were very useful. They are as follows:

HUMAN RESOURCE CARD

Name _____
Address _____
Occupation _____
Interests _____
Time Available _____

School Visited	Date	Class	Reaction

COMMUNITY RESOURCE CARD

Name of Business _____
Address _____
Telephone _____
Available to what groups _____
Time _____
Contact Person _____

Date Visited	Class	Comments

MATERIAL RESOURCE CARD

Type of material _____
Cluster _____
Job Family _____
Suitable for _____
Grade Level _____
Location _____

Checked Out	Teacher	Returned	Comments

•Second, the survey form we used is as follows:

To Patrons of _____ Schools:

Our schools are implementing a Career Education Program as a part of the total curriculum. To implement this program, it is necessary to rely upon the community for additional resources. In order to obtain information, we are conducting a survey of the community so we may develop a resource center for the schools.

We need the help of people in all types of work; people with interesting hobbies and crafts; business places and local government offices for observation and visitation; collections of materials or whatever you might be willing to share that would help in this program.

If you are willing to serve as a resource person, a resource business or share materials, please fill out the following form and return to the principal of your school.

_____
Career Education Coordinator

- - - -

THINGS TO REMEMBER. . .

- determine the type of file needed
  - ✓ we used small 5" x 7" metal box files
  - ✓ we used a separate file for each category
  - ✓ we used 5" x 7" index cards
- determine the method of filing
  - ✓ we filed our information according to the fifteen (15) occupational clusters identified by U.S.O.E.
- determine the kind of information needed
  - ✓ we established criteria for each category
  - ✓ we used a cross-reference system
  - ✓ we provided space for evaluation
- determine the location of center
  - ✓ we used an empty classroom near the hub of the academic area and close to the library
- develop an accurate resource guide
  - ✓ we disseminated a list of all available resource materials to all teachers and we kept the master guide in the center
  - ✓ we updated the guide every two weeks

Some Concluding Thoughts. . .

A well-planned and organized resource center can become a teacher's best friend. It not only supplements teaching, but it makes learning more meaningful and purposeful. For the school who aspires to have an effective on-going career education program, a well-developed resource center is indispensible.

Additional information on the Resource Center can be procured by contacting:

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